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ABSTRACT

Learning how to think is essential for children to grow into responsible citizens and contribute to society. Schools need curricula that support a variety of thinking strategies as students read, write, and study content-area subjects, and learn to evaluate and manage what they do. This book for teachers provides a framework for creating a thinking classroom by building thinking strategies, integrating thinking across the curriculum, and creating independent learners. The chapters, each of which contain a summary and/or references, are as follows: (1) "Overview of Thinking Strategies," including models of thinking, and types of thinking strategies; (2) "Addressing the Needs of Diverse Learners," including modalities and learning styles, and Gardner's theory of multiple intelligences"; (3) "Creating a Supportive Classroom Environment," dealing with both the physical environment and the emotional climate; (4) "Valuing the Social Nature of Learning," including the significance of talk for thinking and types of collaboration; (5) "Connecting Thinking to Reading and Writing," including metacognition, thinking processes related to reading, and types of writing that stimulate thinking; (6) "Questioning Strategies," exploring the value of questioning and various types of questions; (7) "Integrated Learning with Themes," connecting mathematics and writing, science and reading, and thinking and movement, the creative arts, and language arts; (8) "Children's Literature as a Pathway to Thinking," including reader response theory, and selecting books that promote thinking; (9) "Graphic Organizers," detailing types of graphic organizers and how to use them in teaching; (10) "Using Technology to Stimulate Thinking," covering computers and television and VCRs; (11) "Developing a Sense of Responsibility," including self-evaluation and thinking beyond the classroom; (12) "Preparations for Professional Development," including needs assessment and steps for planning, such as setting goals and identifying facilities and resources; (13) "Strategies for Conducting Professional Development," including peer coaching, group work, and evaluation; and (14) "Professional Development Activities, with activities corresponding to each of the preceding chapters. The book's three

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appendices list videotapes for professional development; kits, software, and other materials for students, and publisher contacts. (HTH)

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